



# PASSPORT TO HEALTH AND SOCIAL CARE

## HOW TO USE THE RESOURCE



Passport to Health and Social Care has been designed with the student's progression at the forefront. This brilliant project will take the students on a tour around the Health and Social Care industry, learning about but what careers and entry level roles are available within the sector. The students will dive into the following topics, Care, Healthy and Safety in a work environment, Assisting with mealtimes and Mental Ill Health. Within each unit the student will learn, test and progress in the hard and soft skills needed for each role.

The project will be very hands on, however there is classroom-based learning. The project can be as realistic as your schools facilities will allow, please don't worry if you don't have big and wonderful resources to utilise, there are plenty of suggestions on how you can create the settings in other ways.

The project has been designed to allow the teaching staff to pick up the resource and teach. However, you will have to read through each unit to understand what is needed and the suggested teaching layout.

Please note: Sensitive topics such as mental health problems, suicide and eating disorders are discussed in unit 4. It is therefore suggested that teacher's read through the lesson plan and resources before teaching and adjust the content to suit their learners.

**There are 4 units including:**

<b>Title</b>	<b>Element number</b>	<b>No. of sessions</b>	<b>Teaching topics covered in the session</b>
Unit 1 - Introduction to care	1	4	What is care? <ul style="list-style-type: none"><li>• Who cares for me?</li><li>• Types of care</li><li>• Care organisations</li></ul>
	2	4	Jobs in care <ul style="list-style-type: none"><li>• Gender stereotypes</li><li>• Job roles</li><li>• Labour Market Information</li></ul>
	3	5	Personal skills <ul style="list-style-type: none"><li>• What are good skills?</li><li>• Job entry requirements</li><li>• Action plan</li></ul>
	4	1	Workplace visit



<b>Title</b>	<b>Element number</b>	<b>No. of sessions</b>	<b>Teaching topics covered in the session</b>
Unit 2 - Health and Safety	1	4	What is health and safety? <ul style="list-style-type: none"><li>• Health and safety in Health and Social Care</li><li>• Health and safety signs and symbols</li></ul>
	2	4	Emergencies <ul style="list-style-type: none"><li>• What is an emergency?</li><li>• Types of emergencies</li><li>• What to do in an emergency</li></ul>
	3	4	Practical activities <ul style="list-style-type: none"><li>• Following emergency procedures</li><li>• Manual handling</li><li>• Hand washing</li><li>• PPE</li><li>• Cleaning and tidying</li></ul>
	4	1	Workplace visit

<b>Title</b>	<b>Element number</b>	<b>No. of sessions</b>	<b>Teaching topics covered in the session</b>
Unit 3 - Dignity in care	1	4	Dignity in Care <ul style="list-style-type: none"><li>• What is dignity?</li><li>• Dignity in care</li><li>• Person-centered care</li></ul>
	2	4	Communication skills <ul style="list-style-type: none"><li>• Types of communication</li><li>• Barriers to communication</li><li>• British Sign Language</li><li>• Makaton</li><li>• Widgit</li></ul>
	3	4	Assisting with mealtimes <ul style="list-style-type: none"><li>• Who would need assistance</li><li>• Mealtime preparation</li><li>• Supporting mealtimes activity</li></ul>
	4	1	Workplace visit



<b>Title</b>	<b>Element number</b>	<b>No. of sessions</b>	<b>Teaching topics covered in the session</b>
Unit 4 - Introduction to Mental Health	1	4	What is mental health? <ul style="list-style-type: none"><li>• We all have mental health</li><li>• Examples of mental ill health</li></ul>
	2	4	Causes, signs and symptoms <ul style="list-style-type: none"><li>• Mental health: Signs and symptoms</li><li>• Mental health: Causes and triggers</li><li>• Mental health in the workplace</li></ul>
	3	4	Positive mental health <ul style="list-style-type: none"><li>• What support is available?</li><li>• Looking after your mental health</li><li>• Mindfulness</li></ul>
	4	1	Workplace visit

For flexibility the units are split into sessions as lesson lengths vary between schools. Therefore feel free to merge sessions or break them down further if required. The sessions should hold progression so ensure this is kept if removing anything.

As you can see from the table above each unit has 3 or 4 elements to it, with an industry visit at the end of each unit.



**The suggested teach time is as follows:**

Term 1 Autumn	1 - Introduction to care	Students to visit care settings to observe and experience different care roles. This could be residential care homes, nurseries, hospital wards.
Term 2 Spring	2 - Health and Safety	Students to observe and experience roles such as maintenance staff, porters, caretakers, ideally in a care setting.
Term 3 Summer	3 - Dignity in care	Students to visit care settings to observe and experience different care roles for both adults and children. This may be in care homes, schools, nurseries, supported living houses.
Term 3 Summer	4 - Introduction to Mental Health	Workplace visits to mental health units may be difficult. Students to visit care settings and observe and experience how mental health is supported in different settings.

**Lesson plans:**

The lesson plans are simple enough to follow, with learning objectives, key words, task variation and resource information. Along with the session content there is information on how the learning links to the skills builder.

The logos identify the skill that can be achieved within the session, more information on skills builder can be found in the induction pack.

**Coding:**

Due to the number of resources involved in each unit we have created a code system that should support the logistic of teaching.

The code is simple to follow:

Starting with UN1= unit number E1= the Element number 01= the number of resource (UN1E101)

This code will be labelled on the file along with on each document in case it is printed.



### **Unit Questionnaire:**

Passport to Health and Social Care has a questionnaire for completion. The idea is to complete the questionnaire before starting the unit and then re visit the questionnaire upon completion of the unit. The same questionnaire can be used for each unit completion. The students can then evaluate their learning journey from the start to finish. There is also room for teacher observation and feedback, this can be shared with the students following completion. You should have a completed questionnaires at the end of the project to evidence learning and impact.

### **Resources:**

Paperresources: These should accompany each element in each unit. They vary from flashcards that will support the session and task variation, along with activities to complete.

Physical resources: these cannot be provided for the schools; however, they are kept to a minimum and hopefully things that can be found within the school and grounds.

There is a resource directory for you to ensure you have everything, this is only listed towards the paper resources.

### **Industry Visit:**

The idea of the industry visit is to amalgamate all the skills learnt through the sessions within the Unit. These must be organised by the school however, your local LEP or Enterprise Coordinator/advisor should also be able to assist.

If possible, the venue could accommodate allowing the students to have a go at some of the tasks, change a bed, or make a drink etc. If this is not possible, a venue tour and watching the staff complete the task and highlights what it is, and the skills used.

Venue/location should be mixed up so a variety of venues have been seen as the service will vary.

I hopeyou find this resource useful, please adapt anything you feel is needed for your students.